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REPORT OF THE COMMITTEE TO STUDY CERTIFICATION REQUIREMENTS FOR TEACHERS IN THE STATE OF MARYLAND TO THE MARYLAND STATE BOARD OF EDUCATION.

BY- PIERCE, ELLIOT S. AND OTHERS
MARYLAND STATE DEPT. OF EDUCATION, BALTIMORE

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AMONG THE MAJOR RECOMMENDATIONS FOR CERTIFICATION REQUIREMENTS WERE--(1) A PROFESSIONAL STANDARDS BOARD SHOULD BE ESTABLISHED TO ADVISE THE STATE BOARD OF EDUCATION ON CERTIFICATION, ACCREDITATION, AND IMPROVEMENT OF TEACHER EDUCATION. (2) CERTIFICATION STANDARDS SHOULD PERMIT THE SUBSTITUTION OF STATE-APPROVED INSERVICE PROGRAMS FOR SOME CREDITS TOWARDS THE PROFESSIONAL CERTIFICATE. (3) LOCAL SCHOOL AUTHORITIES SHOULD BE ENCOURAGED TO HELP TEACHERS BY USING NEW TECHNIQUES, INCLUDING MORE AUXILIARY PERSONNEL. (4) THE INTERSTATE RECIPROCITY AGREEMENT AREA SHOULD BE EXPANDED. (5) CERTIFICATES ISSUED IN THE PAST 10 YEARS BY ALL STATES HAVING ACCEPTABLE CERTIFICATION PRACTICES SHOULD BE RECOGNIZED. (6) THE REQUIREMENT OF HOLDING A TEACHING POSITION IN MARYLAND FOR PROFESSIONAL CERTIFICATION SHOULD BE ELIMINATED. (7) STATE-SUPPORTED SABBATICAL LEAVE PROGRAMS FOR FULLY CERTIFICATED TEACHERS, ADMINISTRATORS, AND SUPERVISORS SHOULD BE INSTITUTED. (8) SUBSTITUTE CERTIFICATES SHOULD BE IMMEDIATELY ELIMINATED, AND SUB-STANDARD CERTIFICATES WHEN IT IS FEASIBLE TO DO SO. (9) THE PROBATIONARY PERIOD FOR TENURE SHOULD BE LENGTHENED TO THREE YEARS. (10) STATEWIDE ADVISORY SERVICES FOR PLANNING INDIVIDUALS' PROFESSIONAL GROWTH SHOULD BE PROVIDED. (11) THE COMPUTERIZATION OF THE CERTIFICATION SYSTEM SHOULD BE HASTENED. (AW)

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# REPORT OF THE COMMITTEE TO STUDY CERTIFICATION REQUIREMENTS FOR TEACHERS IN THE STATE OF MARYLAND

*TO THE MARYLAND STATE BOARD OF EDUCATION*

September 1967

Baltimore, Maryland

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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# REPORT OF THE COMMITTEE TO STUDY CERTIFICATION REQUIREMENTS FOR TEACHERS IN THE STATE OF MARYLAND

*TO THE MARYLAND STATE BOARD OF EDUCATION*

September 1967 Baltimore, Maryland

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# Letter of Transmittal

Baltimore, Maryland
September 14, 1967

Dear President Framptom:

It is a pleasure to present to the Maryland State Board of Education the Report of the Committee to Study Requirements for Certification of Teachers in the State of Maryland, commonly known as the Committee on Certification, which you appointed in November 1965.

During these twenty-one months, the importance of the subject has evoked an uncommon earnestness among the Committee's members, but with good humor. A remarkable degree of unanimity emerged.

We are grateful to you, Vice President Schifter, the other members of the State Board of Education, State Superintendent Sensenbaugh and Deputy Superintendent Zimmerman for patience and full encouragement with no trace of interference.

The many organizations and individuals throughout Maryland who provided advice and background information necessary to the success of this study cannot be adequately thanked, but their names, with certain exceptions noted, are recorded in the Report's appendices. We are most grateful to them.

We warmly record our thanks for the impressively able and unwaveringly tactful help of Miss Katherine L. Harris, Administrative Assistant to the State Board of Education, who served as Secretary of the Committee, smoothed our way, and made our time effective. It is a pleasure also to acknowledge the assistance of Mrs. Sylvia B. Kline, Supervisor of Publications in the State Department of Education, who arranged and phrased most of the body of this Report, although the Committee is responsible for its content. The contributions of Miss Sharon Cavaliere and Mrs. Rosemary Rogers, secretaries in the State Department of Education, to the Committee's paperwork should also be amply acknowledged.

We record with deep sorrow that Dr. Donald Shank, one of our most respected and liked members, passed away on July 28, 1967. He gave abundantly to our work and our spirits.

We hope that you and the other members of the State Board of Education will find this Report useful and its recommendations worthy of adoption. We offer our help whenever needed in explaining its intents to those interested.

Yours respectfully,

Elliot S. Pierce

Elliot S. Pierce, Chairman
Committee on Certification

Mr. J. Jerome Framptom, Jr., President
Maryland State Board of Education
Baltimore, Maryland 21201

# Committee Membership

Elliot S. Pierce, Chairman*
Deputy Assistant Director (for Chemistry Programs)
Division of Research
U.S. Atomic Energy Commission

Mrs Marcella D Spigelmire, Vice Chairman*
Vice Principal of Chapel Hill Elementary School
Baltimore County

Grady Ballard, Director, Personnel and Research, Anne Arundel County Board of Education

W. Theodore Boston,* Assistant State Superintendent in Certification and Accreditation, State Department of Education

Mrs. Fred Bull,* Honorary President, Maryland Congress of Parents and Teachers

Mrs. Robert S. Fletcher, Associate Member, Maryland Association of Boards of Education

Francis L. Holsinger, Principal, North Caroline High School, Denton

Samuel Hopkins, Vice-Chairman, Board of Trustees of State Colleges

William L. Huff, Member, Maryland State Board of Education

Morris C. Jones,* Director of Field Services, Maryland State Teachers Association

Louis L. Kaplan, President, The Baltimore Hebrew College, and Assistant Secretary, Board of Regents, University of Maryland

Lester Kiefer[1], Pathologist, Laboratory Director, The Memorial Hospital

Mrs. Dorothy S. Maltbie, Member, Advisory Council for Higher Education

L. Morris McClure,* Assistant Dean, University of Maryland, College Park

E. Donald McLuckie, Principal, Elm Street Elementary School, Frederick

McKinley C. Morton, Retired, Executive Vice-President and Part Owner, Central Chemical Corporation, Hagerstown

Alfred O'Connell [2], President, Harford Junior College

Watson F. Pindell [3], President, Prince George's Community College

James M. Poston, Teacher, Oxon Hill High School, Prince George's County

Donald J. Shank [4], Director, Wye Institute Inc., County Office Building

Sister Margaret Mary, President, College of Notre Dame of Maryland

Frank J. Sorrell, Retired Principal, Baltimore City Public Schools

Edward N. Wilson, Member, Maryland State Board of Education

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* Member of Steering Committee

1 Resigned April 3, 1967
2 Resigned on November 17, 1966
3 Appointed December 15, 1966
4 Deceased July 28, 1967

# Subcommittees

**Initial Certification**

Grady Ballard, Chairman
W. Theodore Boston
Mrs. Fred Bull
L. Morris McClure
Elliot S. Pierce
Mrs. Marcella D. Spigelmire
Edward N. Wilson

**Administrative, Supervisory, Counseling, Library and Personnel**

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Acting Co-Chairman
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Samuel Hopkins
Louis L. Kaplan
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Watson F. Pindell

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Frank J. Sorrell

**Professional Standards Board**

W. Theodore Boston
Morris C. Jones
Mrs. Marcella D. Spigelmire

# Foreword

These are exhilarating and challenging times, despite some discouragements, to explore opportunities for fundamental progress now confronting educators and boards of education. Both teachers and those who prepare them are seeking more meaningful ways to build and maintain competency as knowledge and the world keep changing.

Life has always changed but never in the history of the world has it changed with such rapidity as it does now. The late noted scientist J. Robert Oppenheimer observed:

> **"One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man's life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval."**

Sociologist David Bell, Chairman of the American Association of the Arts and Sciences' Commission for the Year 2000, has pointed out:

> **"Ubanization, the population explosion, the pace of our activities, the constant bombardment of new ideas, new knolwedge, new people, our very comprehension of the nature of the universe — all these factors are changing constantly. . . . Today, not only is there a radical rupture with the past, but a child must necessarily be trained for an unknown future."**

Four far-reaching changes require reconsideration of the principles and procedures of teacher certification in Maryland. The first is the new degree of mobility of America's population, including its teachers. The second is the flood of new ideas, some already proved in practice, for more effective teaching and better use of the teacher's time. The third is the grave intensification of social problems in our centers of concentrated population. The fourth is the strengthened determination of large numbers of teachers that teaching be more truly practiced and recognized as a strong and independent profession.

Certification has traditionally been designed with the primary purpose of barring unqualified persons from teaching and the secondary purpose of admitting into teaching persons meeting conventional rigid professional standards. On the other hand, certification can be designed primarily to attract persons with needed teaching skills from inside and from outside the State and the generally accepted sources of teacher supply, while still effectively barring the unqualified. The latter approach, we are convinced, will better serve the needs of our State in these fast-changing times. Our recommendations point in that direction.

Our urgent desire to win into the ranks of teaching persons of marked capacity and promise is reenforced by a statement of Fred Hechinger, Education Editor of the New York Times, on June 25, 1967. In discussing the purpose of certification requirements, he wrote:

> **"The question is whether public education could not gain significantly if it shed its confining straitjacket of assembly-line standardization. Even if there is some risk in relaxing uniformity and objectivity in the rule book, this might be more than offset by the gain that comes from the visibility of occasional daring and extraordinary, even if unconventional, action."**

We are convinced that no fundamental progress is possible without incurring some risk and displaying some daring!

## *Errata*

**Page VII**

**Line 16, Correct Spelling—Urbanization**

**Line 17, Correct Spelling—knowledge**

# Basic Considerations

The appointment by the Maryland State Board of Education, in November 1965, of a committee to study certification requirements of teachers is a manifestation of the keen desire of the State's educational leaders to keep Maryland abreast of the needs of today and tomorrow. Focal in this aspiration is the good teacher. Propelling Maryland into a position of leadership in attracting able and inspiring teachers may well prove to be the most promising means toward our goal. The appropriate shaping of certification is a significant aspect of the effort to attain that leadership.

Certification has three major objectives. By insisting upon standards for qualification of all who are directly involved in the educative process, society seeks to protect itself and its children against incompetent teachers. By issuing its license to teach, society is confirming the teacher's fitness and guarding him against competition with unqualified persons. By exercising its right and duty to certificate, the State is asserting its legal responsibility and preventing arbitrary or harmful influence by any other agency. With so much at stake, the Committee has been mindful of the need for thorough and painstaking consideration before recommending any changes.

There are both positive and negative aspects of certification, and both are essential. The Committee has sought to reenforce the positive aspects, in order to help achieve effective recruitment in an increasingly competitive national market. However, the Committee would caution that no certification system can guarantee successful recruitment, good retention, optimal professional growth, and best use of talent. These can be stimulated by a flexibly structured and well administered certification system, but, at best, certification is only a phase of the whole personnel function.

Teaching has never been a simple task. In recent years it has become impressively multifaceted and even baffling, defying traditional boundaries and daily becoming more complicated. Teaching personnel now includes supervisory and administrative officials, specialists in a wide array of services, counselors, experts in programmed learning and communication media, psychologists, social workers, psychiatrists, classroom aides, and others, all of them considered indispensable to serving the needs of children. Definition of these teaching services and of requirements for their adequate performance is difficult. Nevertheless, the need to assure standards of acceptability of our teachers remains inescapable.

In an incredibly short span of years the world has experienced a veritable explosion of new knowledge, techniques, insights, and perplexities. The revolutionary impact of these fundamental changes is felt daily. The staple subjects of the school curriculum have been transformed beyond ready comprehensive or even recognition by yesterday's generation. These vast and rapid changes present a real

challenge to teacher certification. What is needed is an atmosphere which encourages unprejudiced weighing of new proposals, that is, a free market of new ideas.

There is persisting faith in some quarters that certification can assure teaching success. In fact, no absolute safeguard against failure exists. Nevertheless, all professions have found some system of licensure to be essential. The complexities of the problem of anticipating teacher effectiveness are illustrated by such questions as these:

- How susceptible to definition and appraisal are those aspects of personality, native gifts, and social experience that are such potent determinants of successful teaching service?
- How does one assess poise, cooperation, a sense of humor, hobby interests, intellectual curiosity, culture, sensitivity, social and professional commitment, and other essential attributes?
- How are course work, written examination, internship, inservice workshop, and experience to be related or equated, and accredited?
- What are realistic standards for teachers in inner city schools, on the one hand, and for teachers in small rural schools, on the other?
- How can teacher education bridge the gap between the constantly changing social behavior of youngsters and lack of comprehension by their elders?
- Are there functional relationships between certification requirements and such basics as salaries, tenure, level of responsibility, specific assignment, health and sabbatical leaves, and turnover?
- Can certification provide continuing challenge to personal and professional growth?
- Is probationary certification justifiable? How unconditional can permanent certification be?
- Can certification foster the kind of self-examination of the teacher's own emotional needs which will lead to beneficial relationships with pupils?
- How can certification help reconcile the obvious requirement for better and more extended preparation with the State's desperate need of more and better teachers *immediately*?

Such perplexing questions have concerned the Committee in its deliberations. Some have been answered directly or implicitly. Others could not be adequately resolved within the time available. It is the Committee's hope that these questions will be prominent among the concerns of the Professional Standards Board that has been proposed.

* * * * *

Maryland's requirements for certification are not sufficiently well known even by many involved and directly affected by them. The Committee on Certification accordingly endeavored to become thoroughly conversant with provisions, procedures, and effects of the present pattern of certification and to become qualified to

consider useful improvements. Extensive inquiries were conducted and appeals for critical comment and suggestions issued to every sector of the profession and to segments of the general public likely to be interested and competent to offer helpful ideas. Persons considered authoritative in the pertinent aspects of education were invited to participate in the Committee's deliberations.

Only a small fraction of those who expressed willingness to appear before the Committee could actually be consulted directly. It therefore became necessary to rely considerably on correspondence and other documents. Except for those who were assured of anonymity, persons who kindly submitted to the Committee written comments and proposals on certification are listed in *Appendix A*. Several organizations made impressive efforts and provided valuable reports that are acknowledged in *Appendix B*. Individuals appearing and organizations represented at Committee meetings are listed in *Appendix C*. Some members of the Committee were able to accept gracious invitations to participate in meetings and conferences of several organizations for the purpose of exchanging ideas on certification. These activities are shown in *Appendix D*. A number of pertinent publications, supplied from various sources for the use of Committee members, are listed in *Appendix E*.

The Committee is confident that an exhaustive probe has been conducted on a complex problem, to the extent reasonable for an *ad hoc* committee drawn from diverse backgrounds. It takes pride in the fact that felt needs for innovation were afforded free expression within the bounds of a strong sense of responsibility. That some specific aspects of the inquiry could not be sufficiently explored to warrant acceptable recommendations is, naturally, a source of regret. As examples, there may be cited the preparation required for teaching or administering programs of special education, foreign languages, the sciences, and vocational, trade, and technical education. The Committee is hopeful that the proposed Professional Standards Board will examine such issues and achieve their successful resolution through action by the State Board of Education.

# Initial Certification

In considering initial certification, the Committee has been motivated by the conviction that teaching is the most essential of all professions in maintaining civilization, that within this half-century the teaching profession is experiencing fundamental and rapid change, and that Maryland needs far more teachers than she is now educating or attracting into the profession.

Together with certain new avenues to initial certification proposed later in this Report, the Committee recommends the *retention, with some liberalization, of the following three avenues: accreditation by the National Council for Accreditation of Teacher Education, agreements made through the reciprocity pact,* and the *Maryland-approved Program approach. Cases not covered by one of these existing or proposed avenues should be certificated on the basis of the specific course requirements of the "Interim Requirements for Certificates for Administrators, Supervisors, and Teachers, Effective July 1, 1965,"* until the Professional Standards Board proposed later in this Report is organized and makes other specific recommendations on any of the avenues.

Although standards for approval of teacher education programs are and should continue to be established and adopted by the State Board of Education, the Committee recommends that the State Board of Educaion *establish a Professional Standards Board for continuing study and review of certification requirements and their application.* This Professional Standards Board, broadly representative of the profession and the institutions of higher education, would continuously provide the State Board of Education with advice and suggestions on such matters as bringing requirements for professional certification up-to-date, achieving balance and consistency in certification requirements, providing for justifiable exceptions from set requirements for teachers with outstanding qualifications, and encouraging colleges to seek State approval for experimental programs in teacher education. Among the foremost needs for new approaches is in developing techniques and procedures for meeting the needs of inner city school children and teachers in integrated schools. (Details concerning this proposed Professional Standards Board are submitted in a later section of the Report.)

*An Appeals Board chosen from the membership of the Professional Standards Board should be established.* This Appeals Board, operating within guidelines to be adopted by the State Board of Education, should have the duty of advising the State Supertintendent of Schools after reviewing cases involving questioned rulings on certification, exceptional preparation and/or experience of applicants for certificates, substitution of successful experience for course requirements, and other similar situations. (Details concerning the proposal for an Appeals Board are submitted later in this report.)

To render the path to employment as a teacher in Maryland more attractive, the Committee recommends *elimination of the requirement of appointment to a teaching position in Maryland for the issuance of professional certificates.* It recommends, also, *that graduates of Maryland institutions who have completed an approved program of teacher preparation be issued certificates with their diplomas upon graduation* or at any other time deemed more suitable. *A fee should be charged to out-of-State applicants when formal application* (not mere inquiry) *is made directly by the applicant* rather than through a local component of the Maryland education system.

The Committee recommends that *substitute certificates be eliminated immediately and all sub-standard certificates as soon as feasible. The Provisional Nondegree Certificate should be issued for one year,* renewable only upon completion of six semester hours of study in a program leading toward the standard certificate. Local school systems should arrange for university or college-approved inservice courses or workshops for teachers unable to attend campus-based classes.

Since Baltimore City receives State aid, the Committee recommends that the State Board of Education *encourage discussions between officials of the State Department of Education and Baltimore City Public School authorities with the purpose of achieving a uniform Statewide system of certification.* Similarly, the State Board of Education should *discourage any local unit from applying for an autonomous or exempted status with regard to certification of teachers.*

The Committee recommends that the State Department of Education *continue its present practice of issuing certificates to teachers of approved independent and nonpublic schools when these teachers qualify under Maryland standards and when the authorized official of the school requests that certificates be issued.*

The Committee recommends *that the reciprocity provisions no longer contain the requirement of graduation from a college in the reciprocity compact area. In addition to early and wide expansion of the reciprocity agreement areas,* the Committee recommends that there be *recognition of professional certificates issued within the past 10 years by all states whose certification practice are acceptable to the Maryland State Board of Education.*

In order to attract teachers of ability from outside the normal sources, the Committee recommends *two additional optional avenues to initial professional certification,* one for secondary school teachers and the other for elementary school teachers. The optional route *for secondary school teachers* should involve examination and professional evaluation of experience. Such certification would require a bachelor's degree from a regionally accredited institution; a score on a professional examination selected by the State Superintendent of Schools equal to the most recently available median score of all examined graduates of NCATE-approved colleges in the Middle States Association of Colleges and Secondary Schools; undergraduate and/or graduate credits in the secondary-school subject for which certification is sought, equal to or exceeding the specific content requirements in that subject; and two years of successful teaching experience in the subject, as

determined by the Superintendent of the local unit and verified by appropriate procedure established by the State certification officials.

The alternate group of requirements *for elementary school teachers* should comprise, in addition to a bachelor's degree from a regionally accredited institution, completion of at least two semesters in an approved professional program in a Maryland institution approved for teacher education. This two-semester program should include a course in psychological foundations of education; three methods courses in elementary education (reading or language arts, arithmetic, and science or social studies), with participation in field experience; content courses, as they may be required to supplement deficiencies in English, social studies, science and mathematics; and one semester of closely supervised internship compensated at least at half the starting salary of a professionally certificated teacher, with a maximum of two interns assigned to one professionally certificated teacher serving as a full-time supervisor.

The Committee recommends that *By law 617:1 (Winter Credits) be amended* to provide that, *for purposes of initial certification and before tenure is granted, upon the prior consent of the local Superintendent of Schools, additional semester hours of credit beyond the prevailing maximum of six may be earned and applied toward the requirement for a certificate.* (For recommendations regarding teachers who have attained tenure, see page 12 — Professional Growth.)

The *requirement of six semester hours* of acceptable advanced undergraduate or graduate credit earned within *five* years immediately preceding the issuance of a Standard Certificate *should be amended* to require a teacher who holds a recognized master's degree to have earned these credits within *ten* years immediately preceding the issuance of this certificate.

The Committee recommends that *the Standard Certificate be endorsed for competency in level and teaching field and without regard to the teaching assignment. However,* if a teacher holding a Standard Certificate is assigned outside his indicated field or level for 50 percent or more of his teaching time for more than two years, *the local unit's State aid should be reduced according to a formula to be determined by the State Board of Education.* This provision would not apply to teachers assigned to positions requiring a master's degree. To them Provisional Certificates would be issued until the prescribed requirements have been fully met.

The Committee further recommends that *all endorsements of levels and teaching fields on Provisional Certificates be discontinued,* since they currently indicate the teaching assignment at the time of issuance rather than the adequacy of preparation for these levels or fields.

The Committee recommends that when completion of an institution's undergraduate program of teacher education is acceptable for the issuance of a Standard Certificate in Maryland (by the NCATE, Reciprocity, or Maryland-approved Programs approach), *completion of the same program as post-baccalaureate should be acceptable for the Standard Certificate on the recommendation of the institution.*

The acceptance of transfer credits by the institution for part of the requirements of the program would not be precluded.

The Division of Certification and Accreditation of the State Department of Education is woefully understaffed. To the great credit of its present personnel, the Division has been handling case loads and performing services far in excess of reasonable expectations. An enlarged staff could meet the normal responsibility of certification far more efficiently and could assume the creative role envisioned for it by the Committee. For example, consideration could be given to cases which do not conform to the common pattern. Recommendation in this Report would require easy availability of certification staff for regularly scheduled visits to the local units for conferences with teacher placement personnel and with individual teachers. Accordingly, the Committee urgently recommends *adding at least ten professional members to the regular certification staff and at least three professional members to the staff responsible for evaluation and approval of teacher education programs.* The Committee also recommends *fullest and earliest possible use of computers* in the certification system.

# Administrative, Supervisory, Counseling, Library Personnel

Administrators, supervisors, counselors, and librarians are profoundly concerned in the educative process and essentially involved in varied aspects of teaching. Accordingly, it seems indispensable that they should all have been originally certificated as teachers. For their special tasks and responsibilities they are, naturally, expected to have advanced training beyond the requirements of original certification; and, with the possible exception of counselors and librarians, they should be required to have had actual teaching experience.

Present requirements for a certificate in administration and supervision valid for *superintendent and deputy, associate and assistant superintendents, or equivalent positions* should be amended to include *six years of successful public school teaching experience with no less than two years in administration and/or supervision* (this latter requirement may be waived for assistant superintendent), and a master's degree plus 30 hours (a minimum of 60 graduate hours of credit) *with graduate level courses in administration and supervision.*

For a certificate as an *elementary school or secondary school principal, assistant principal or vice principal, or general supervisor* there should be required the *Advanced Professional Certificate based upon an academic or professional education master's degree from a regionally accredited institution.* Included in the master's degree program, or in addition to it, there should be appropriate *course work in school administration and supervision, curriculum development, counseling and/or human development,* and a substantial block of *nonprofessional academic courses.* There should also be required *five years of successful teaching experience* at the appropriate level. Persons in these categories should have the same optional avenues to certification as proposed in the earlier section on Initial Certification. The vice principal who meets the requirements for principal should be issued a principal's certificate; otherwise, a vice principal's certificate. Persons serving as principals or vice principals who teach more than half time should be certificated as teachers, but without penalty of a reduction in State aid.

Certification as subject area supervisor should require, beyond initial certification, an academic or professional education *master's degree from a regionally accredited institution.* Included in this program, or in addition to it, there should be post-baccalaureate course work in supervision and curriculum development, with an additional *20 semester hours of post-baccalaureate course work in the subject area* to be supervised. There should also be required *five years of successful teaching experience* in the subject and at the appropriate level, with the exception that supervisors in grades K-12 may have had experience at either the elementary or the secondary school level.

For a certificate as *special education (exceptional children) supervisor or principal* the *basic requirements* for principals, assistant principals, and supervisors *should now permit the substitution of courses in administration and supervision in special education* for courses in administration and supervision of elementary or secondary schools. When such course offerings have grown sufficiently, they *should be required.*

*Supervisors of Maintenance and of School Building Programs, Purchasing Agents, Business Managers, and School Lunch and Transportation Supervisors* require knowledges and skills not directly related to the instructional process. *Qualifications for these positions should be determined locally by the Superintendent,* unless previously established by State law or action of the State Board of Education.

Certification for *other Special Supervisors* should require *five years of teaching experience in related areas* such as school library service or school psychologist service.

The Committee makes no recommendation for change in the requirements for certification of *school librarians and school psychologists.* Since recommendations from the professional psychology groups have been received too late for adequate consideration by this Committee, matters relating to certification in these areas should be channeled through the Professional Standards Board proposed in another section of this Report. No strong need for change in the requirements for librarians has become apparent.

The only recommendation for changes in the certification requirements for guidance counselors is that they provide for a *practicum in counseling* which will include direct supervision of counseling with students and that the *present requirement* of not less than 24 hours of post-baccalaureate advanced undergraduate or graduate work in specific areas as listed in "Interim Requirements for Certificates for Administrators, Supervisors, and Teachers, Effective July 1, 1965," page 31, be *amended to include other areas* approved by the State Department of Education.

The Committee recommends that there be further study to devise ways of *encouraging continuing professional growth of administrative and supervisory personnel,* with appropriate evaluative procedures at specified intervals. Modern testing techniques should be used for the *identification and recruitment of potential administrative and supervisory personnel. An internship program should be inaugurated for administrative and supervisory personnel at the local level,* with leadership furnished by the State Board of Education. The Committee also recommends that the State Board of Education request the *Advisory Council for Higher Education to make a survey of how the State can best provide expanded facilities for specialized training of administrative and supervisory personnel.* Omission from this Report of any category of administrative or supervisory personnel is not intended to be a recommendation of change or continuation. We would recommend that these categories be considered by the proposed Professional Standards Board.

# Professional Growth and Certification

The Committee endorses the conviction recently enunciated by Harold Taylor that "the role of the teacher in society lies at the heart of its intellectual and social life and it is through the teacher that each generation comes to terms with its heritage, reproduces new knowledge, and learns to deal with change."

An environment conducive to finest professional growth is essential for teachers. Basic in such an environment are such elements as academic freedom, reasonable work load, commensurate salary, appropriate assignment, opportunity for intellectually stimulating relationships with colleagues, adequate facilities for good teaching, democratic atmosphere, and recognition of diversity among individuals.

The Committee's recommendations toward stimulating and enhancing teaching effectiveness stem from the conviction that professional growth involves a career-long process of continuing education, that primary responsibility for continuing development rests with the individual teacher, that sustained learning must be planned on a personal basis, and that competence grows in a variety of ways, including but not limited to formal study. Growth is vital in such areas as world affairs, professional competency, and cultural interests.

Some of the most significant promises for growth issue from well conceived and carefully organized inservice programs developed and conducted by local education officials. Each school system should foster for all its professional personnel cooperatively sponsored projects providing continuing enlightenment and offering a variety of stimulating opportunities. Workshops, institutes, independent study, travel, participation in special curriculum research and experimentation, classroom visitation, and exchange teaching are undoubtedly at least as contributive toward professional excellence as formal academic courses.

Accordingly, the Committee recommends that *certification standards be revised to permit substitution of State-approved inservice programs for some of the credits required for the Professional Certificate.* The Committee further recommends that *the State underwrite well planned and adequately financed programs of inservice preparation and inservice growth.* For maximal effectiveness this may warrant extension of the prevailing school year or extended employment of the teaching staff.

Sound sustained education may be seriously imperiled by pressure to translate all college work into degree credit. However, it must be conceded that much effort toward professional growth will inevitably be applied toward higher degrees. Accordingly, the Committee favors having graduate programs for teachers, administrators, and other specialists include general education courses designed to broaden their horizons and elevate their perspective. Advanced work in teaching fields should seek to improve their skills and encourage their utilization of tech-

nological improvements and discoveries. Cooperative and careful planning by the teacher and the school system should help to provide continuity between earlier preparation and subsequent studies toward promoting fruitful professional development.

Charting the course for professional growth requires not only serious deliberation by the teachers, but also constructive assistance from all available sources. The Committee recommends that *such assistance for planning be provided throughout the State under the auspices of the Division of Certification and Accreditation* of the State Department of Education. This service is essential if teachers are to regard professional growth as a challenging and rewarding experience and not as an unremitting and frustrating chore.

Education and experience are closely related in the assessment of professional achievement. Similarly certification, tenure, and salary are intimately allied for purposes of recognition. Further, the Committee is convinced that the requirement of obtaining a master's degree by the time of completing 10 years of professionally certificated teaching is inconsistent and unrealistic. It is inconsistent in that a teacher pronounced competent for 10 years is, in spite of having completed that 10 years' experience, pronounced incompetent. It is unrealistic in light of inadequate offerings, difficulties of scheduling course work, and the exclusive equating of course work with growth. Accordingly, the Committee recommends that *the 10-year master's degree or the equivalent no longer be mandatory for the Professional Certificate* and that in its stead the following schedule of recognition be adhered to for teachers who have met requirements for initial professional certification (Note renaming of certificates):

| **Achievement** | **Recognition** |
|---|---|
| Bachelor's degree | **Standard Certificate** |
| Three consecutive years of satisfactory teaching in Maryland, the last two of which shall have been in one local school system (with reappointment for the following year), completion of six advanced undergraduate or graduate credits earned since issuance of the Standard Certificate, or equivalent credits in inservice training in State-approved workshops | **Professional Certificate** and tenure (The certificate should be valid for the duration of continuous service in the Maryland public schools plus a maximum of seven years of inactive status. Lapsed certificates should be reinstatable on the basis of the then current requirements for initial certification.) |
| Master's degree | Significant increment in State Minimum Salary |
| Master's degree with five or more years of teaching, including at least one year of teaching in Maryland | **Advanced Professional Certificate** and further significant increment in State Minimum Salary (or possibly locally provided salary increment) (The certificate should be valid for the duration of continuous service in the Maryland public schools plus a maximum of seven years of inactive status. Lapsed certificates should be reinstated on the basis of the then current requirements for advanced professional certification.) |

A similar schedule of achievement and recognition should be developed by the Professional Standards Board for personnel in vocational trades and technical education.

Certification requirements for graduate courses often conflict with the availability of appropriate courses except during the regular school year. The current restriction on the number of winter credits a teacher may take poses an additional obstacle. Therefore, the Committee recommends that *teachers who have attained tenure be permitted to take as many approved credits as they are capable of handling during the school year without, in the judgment of an immediate superior, jeopardizing their professional performance.* (For teachers who have not attained tenure, see page 6 — Initial Certification.)

The need for continuing study by those engaged in the profession of education is so imperative that provision should be made for leaves of absence for that purpose. The Committee recommends *the implementation of a State-supported sabbatical leave program which will be available to all fully certificated teachers in the State who pledge to continue teaching in Maryland for a specified period following the sabbatical leave.*

Special challenges face those who serve the schools in administrative and supervisory positions. Accordingly, the Committee recommends that *sabbatical leave programs be available to administrators and supervisors for the purpose of pursuing professional growth programs in their specialized fields.*

As has been emphasized repeatedly in this Report, certification requirements and procedures should serve as both a challenge and an opportunity for professional educators to keep pace with changing times and changing problems. The Committee therefore recommends that the State Department of Education *provide for those who are responsible for administering certification requirements ample incentive and opportunities to supplement and reinforce their education.*

Laymen exercising responsibilities in and for public education need and should welcome authentic reports and helpful suggestions concerning the impact and implications of the accelerated growth of knowledge on teaching and teachers. The Committee, therefore, recommends that the State Department of Education frequently *furnish materials, conduct conferences, and provide other occasions to stimulate laymen involved in public education to become well informed concerning the certification process and related matters.*

# Auxiliary Personnel

The Committee has considered requests from several responsible groups that certain additional categories of school personnel be included in the State's certification program. The Committee characterizes these groups as "auxiliary personnel" rather than "paraprofessionals," since the latter term often has medical or scientific connotations.

Thoughtful proposals were made that State certification be extended to classroom or teacher aides, to health coordinators or school nurses, and to school lunch managers. Although the two latter groups with justice emphasized that certification would raise the standards of preparation and experience of the men and women involved, all three groups seek certification chiefly in order to assure some State financial support for their work in local school units. The State formula, which now provides funds for a maximum of fifty staff members per one thousand students, covers only individuals certificated by the State Department of Education.

Undoubtedly much is to be gained from increased utilization of auxiliary personnel. Imaginative employment of teacher aides and more fruitful involvement of school health personnel in the educational process will serve to liberate the presently certificated staff for the basic and complex task of teaching young people. Of even greater promise is the untapped potentiality of co-workers and assistants in supplementing, reinforcing, and even enlarging the scope of the professional teacher's responsibility and ultimate objective.

For what seem compelling reasons, the Committee recommends that *auxiliary personnel not be included in the State certification process at the present time.* Local school authorities should be expected to establish fair and significant standards for all auxiliary personnel. The wide range in size and program structure of local school units in Maryland would render the establishment of meaningful Statewide certification requirements for auxiliary personnel most difficult and cumbersome and, incidentally, would further overburden the Division of Certification and Accreditation.

In accordance with its desire to encourage and stimulate increased use of auxiliary personnel throughout Maryland, the Committee recommends that the State Board of Education *critically review the present formula of State financial aid to local school districts.* Particular attention should be given to a possible increase in the basic number of staff members designated for assistance per thousand students. If the formula is liberalized, the State Board of Education *should give discretion to local school superintendents and school boards to determine how this additional State aid can best be utilized* for the entire school staff, including its auxiliary personnel. The State Board of Education, through appropriate Divisions, should regularly issue to local school authorities *personnel guides designed to stimulate*

*school administrators to strengthen the work of the professional teacher in the classroom through various techniques, including help from auxiliary personnel.* These guides should clearly define opportunities and limitations of the roles of auxiliary personnel as distinguished from the roles of certificated teachers.

# Professional Standards Board in Maryland

The Committee believes that the creation of a Professional Standards Board to serve in an advisory capacity to the State Board of Education can do much to diminish and solve current problems of certification and accreditation. This belief has been bolstered by the impressive report of the Joint Committee on Professional Standards Boards on which State Superintendent James A. Sensenbaugh ably served.

The Committee recommends that the Maryland State Board of Education *establish and appoint a Professional Standards Board* charged with the responsibility of advising the State Board of Education on policies and standards related to *certification of teachers; review of policies on waiver of certification requirements; accreditation of teacher education;* programs, studies, and research aimed at *improvement of teacher education,* including continuing education for teachers; and *appeal from decisions of certification authorities.*

To that end the State Board of Education should seek the advice of the Professional Standards Board prior to proposing or establishing policies or regulations relative to any of the functions indicated above. Teachers associations and individuals should be encouraged to bring to the attention of the Professional Standards Board matters concerning policies and standards for the profession.

It is suggested that *membership of the Professional Standards Board should number 19,* with a balanced representation of the profession to insure classroom teacher participation. *No less than half the membership of the board should* be teachers from college, secondary school, and elementary school classrooms. The membership should include the *Assistant State Supertintendent in Certification and Accreditation* and the *Staff Consultant* to the MSTA Committee on Teacher Education and Professional Standards. *Two members* should be appointed who are *not currently connected with the public schools or teacher education,* chosen on the basis of continued and active interest in public education.

Professional members should be selected with regard for their familiarity with and experience in teacher education, accreditation, and certification. Suggested specific criteria include active practice in teaching, a minimum of five years of experience in education in Maryland, and appropriate certification for their positions. *Professional members of the Standards Board should be chosen from nominations by members of the profession and by professional education groups.*

*Continuity of the Professional Standards Board* should be provided for by initially appointing members for overlapping terms, so that no more than one-third of the membership changes in any one year. *Terms of office* of the Professional Standards Board members should be *three years.* Members who serve a full term should be able to succeed themselves for one additional term.

The *Chairman of the Professional Standards Board* should be nominated and elected annually by secret ballot by and from its membership. After the initial year, the Chairman should have had at least one year of experience on the Board.

The Professional Standards Board should have an *annual Budget financed by public funds and administered by the State Department of Education.* The Board should be authorized to receive and control *grants and funds for special studies* related to its central purposes.

Members of the Professional Standards Board should serve without compensation, but *all expenses in connection with its work should be paid from its budget.* When necessary, school systems should be reimbursed from the budget of the Professional Standards Board for the salaries of substitutes required to replace Board members absent from school on essential Board service.

The Board should hold *regularly scheduled meetings* not less frequently than bi-monthly. The Board should also be available at the request of the Chairman or a majority of the members.

The State Department of Education should provide *secretarial and administrative assistance* to facilitate activities of the Professional Standards Board. *Minutes* should be kept of all meetings, and all *suggestions and recommendations* should be transmitted to the State Board of Education through regular administrative channels of the State Superintendent of Schools.

The Committee has been impressed by the interest and concern able teachers have shown in the existence of open avenues of appeal in professional matters, even though the avenues may be infrequently exercised. Accordingly, the Committee recommends the creation of an *Appeals Board,* advisory to the State Superintendent of Schools. The function of this Appeals Board should be *to review and make recommendations on appeals from rulings of the certification authorities.* The Appeals Board's *findings* and recommendations for each case *should be submitted to the State Superintendent,* who should either accept the recommendation and rule accordingly, or submit the recommendation to the State Board of Education for action.

The Appeals Board should comprise five members appointed by the Chairman of the Professional Standards Board from among its professional members, excluding the Assistant State Superintendent in Certification and Accreditation and the Staff Consultant to the MSTA Committee on Teacher Education and Professional Standards. Continuity of the Appeals Board should be assured by initially appointing members for overlapping terms so that not more than two members would be changed in any year. The Appeals Board should choose its own chairman.

## In Conclusion

**"Education must be ever advancing, readjusting itself continuously to meet new conditions, new demands."**

**"Teaching is both a profession and an art: a profession because it requires skill that study and practice can increase almost without limit; an art because the most perfected technique is of little value unless it is made to live by the personality of the teachers."**

**Eugene Randolph Smith. *Some Challenges to Teachers.* New York: Exposition Press, 1963.**

# Summary of Recommendations

With wide inquiry and careful deliberation, the Committee on Certification has reviewed certification of teachers and other school officials in Maryland.

The Committee has found a clear need for greater flexibility in the requirements and their application, in order to serve these times of unprecedentedly rapid change and to help attract many more people of ability into teaching and into Maryland, in whose institutions only 40 percent of our teachers obtain their preparation.

There is an equally clear need for positive encouragement from the State to members of the teaching profession for the growth needed to meet change, rather than negative and unprofessional use of certification to enforce growth.

Nevertheless, certain standards should be raised to meet the increased complexity and demands of teaching, administering, and counseling.

Finally, it is imperative that certain steps be taken toward faster functioning of the Division of Certification and Accreditation of the State Department of Education, including a much increased staff.

The Committee's recommendations to the State Board of Education, in condensed form, are grouped below by kind of purpose (there is overlap among groups and no close correspondence to Subcommittee areas). References to pages in this Report are indicated in parentheses.

## Meet the Changing Times

Establish a Professional Standards Board to advise the State Board of Education on certification, accreditation, and improvement of teacher education. (4, 15, 16)

Allow substitution of State-approved inservice programs for some credits toward the Professional Certificate, and underwrite high-quality inservice programs. (10)

Encourage local school authorities to bolster teachers' work by various techniques including help from auxiliary personnel. (13, 14)

Consider increasing the basis of the State aid formula to a larger number of staff members, with local discretion on the kinds of staff members covered, including classroom aides, but do not now certificate auxiliary personnel. (13)

Provide to those administering the certification requirements incentives and opportunities for educational growth. (12)

Encourage laymen involved in public education to become well informed on certification and related matters. (12)

## Attract More People of Ability into Teaching and into Maryland

Greatly expand the interstate reciprocity compact area. (5)

Eliminate from the reciprocity provisions the requirement of graduation from a college in the reciprocity compact area. (5)

Recognize certificates issued in the past 10 years by all states having certification practices acceptable to the Maryland State Board of Education. (5)

Eliminate the requirement of holding a teaching position in Maryland for professional certification. (5)

Establish an Appeals Board to advise the State Superintendent of Schools on appeals from individual certification rulings. (4, 16)

Establish an additional route for certification of secondary school teachers based on bachelor's degree, appropriate subject credits, examination, and two years' successful teaching. (5)

Establish an additional route for certification of elementary teachers based on bachelor's degree and at least two semesters in an approved program including (1) psychological foundations, (2) three methods courses, (3) content courses for any deficiencies, and (4) one semester's teaching internship at half pay. (6)

Retain, but liberalize, the present avenues to certification: NCATE accreditation, interstate reciprocity, and Maryland-approved programs. (4)

Issue certificates with diplomas to graduates of approved programs in Maryland institutions. (5)

For teachers holding master's degrees, stretch from five to ten years the allowed recent-credit period for the Standard Certificate. (6)

Use modern testing techniques to identify and recruit potential administrative and supervisory personnel, and inaugurate an internship program. (9)

Request of the Advisory Council for Higher Education a survey of how best to expand facilities for training administrative and supervisory personnel. (9)

Continue to certificate teachers who qualify in independent and nonpublic schools, when requested by authorized officials in such schools. (5)

## Foster Professional Growth

Institute State-supported sabbatical leave programs for fully certificated teachers, administrators and supervisors. (12)

Issue the Standard Certificate endorsed for competency rather than assignment and reduce State aid to local systems for each teacher misassigned more than two years. (6)

Eliminate the mandatory master's degree now required after ten years for renewal of the Professional Certificate. (11)

Ease the winter credits limitation. (6, 12)

Link certification, tenure, and salary minima in one consistent schedule. (11)

Rename the Standard Professional Certificate as the Professional Certificate when held by a tenured staff member and as the Standard Certificate for a pre-tenure staff member. (11)

For the Standard Certificate, accept approved undergraduate programs for post-baccalaureate purpose also. (6)

## Raise Standards

Eliminate substitute certificates now and all sub-standard certificates when feasible. (5)

Renew the Provisional Nondegree Certificate annually and only on completion of six hours' credit toward the Standard Certificate. (5)

Lengthen the probationary period for tenure to three years. (11)

Raise requirements for superintendents to include a master's degree plus 30 graduate hours, graduate courses in administration and supervision and six years of successful teaching with two years in administration and/or supervision. (8)

Raise requirements for principals, vice principals, and supervisors to include five years of successful teaching. For principals, vice principals, and general supervisors, require the Advanced Professional Certificate based on a master's degree, with coursework including, among other specifics, school administration, and counseling and/or human development. For subject area supervisors, require a master's degree with post-baccalaureate course work including, among other specifics, 20 semester hours in the subject area covered. (8,9)

For guidance counselors, require a practicum in counseling and widen the choice of required advanced courses. (9)

For principals and supervisors in special education, substitute courses in administration and supervision of special education in place of general administration and supervision. (9)

## Speed Administrating

Add at least 13 professional staff members to the Division of Certification and Accreditation of the State Department of Education. (7)

Provide Statewide advisory services for planning individuals' professional growth. (11)

Hasten the computerizing of the certification system. (7)

Discontinue all endorsements of levels and teaching fields on Provisional Certificates. (6)

For most supervisors and managers needing skills not directly related to the instructional process, move setting of qualifications to the local systems. (9)

Encourage Maryland-Baltimore discussions toward Statewide certification; discourage future expemptions. (5)

## Summary of Matters Referred to Attention of Proposed Professional Standards Board

General charter (4, 15, 16)

Questions on approaches to certification (2)

Foreign languages (3)

Integrated schools (4)

Inner city teaching (4)

Librarians (9)

Psychologists (9)

Sciences (3)

Special education (3)

Technical education (3)

Trade education (3)

Vocational education (3)

# Appendix A

## Individuals Who Submitted Comments and Proposals

(Addresses Are in Maryland except as noted)

---

Ambrosen, Lloyd A., Superintendent, Maryland School for the Deaf (deceased)

Anzmann, Mrs. X. M., Reisterstown

Beck, Clifford K., President, Montgomery County Board of Education

Benson, Frank A., Jr., Bethsda

Berwick, H. Orville, Executive Secretary, Public School Teachers Association, Baltimore

Bilgrave, Robert P., Director of Admissions, The Johns Hopkins University

Blanchard, Mrs. Richard R., College Park

Boswell, John G., Professor, School of Education, The George Washington University, Washington, D. C.

Brown, Frederick J., Jr., Associate State Superintendent in Instructional Services

Calvert, Robert, Jr., Peace Corps, Washington, D. C.

Camp, Mrs. Jeanette, Hollywood, Maryland

Carnochan, John L., Jr., Superintendent of Schools, Frederick County

Collier, Malcolm, American Anthropological Association, Washington, D. C.

Collier, Richard, Director of Staff Development, Montgomery County Public Schools (now Executive Secretary, Association for Student Teaching, Washington, D.C.)

Cote, Mrs. Maxine M., Reisterstown

Crary, R. Ward, Bethesda

Crist, Mrs. Howard G., Jr., President, Maryland Association of Boards of Education

Darland, David D., Associate Secretary, National Commission on Teacher Education and Professional Standards, National Education Association, Washington, D. C.

Davies, Don, Executive Secretary, National Commission on Teacher Education and Professional Standards, Washington, D. C.

Dean, Norman, Edgewood Junior High School

Dickey, Frank G., Executive Director, National Commission on Accrediting, Washington, D. C.

Edelfelt, Roy A., Associate Secretary, National Commission on Teacher Education and Professional Standards, Washington, D. C.

Elseroad, Homer O., Superintendent of Schools, Montgomery County

Forbush, Byron W., Headmaster, Friends School

Garber, Mrs. Alvin J., Silver Spring

Hacken, Robert, President, Montgomery County Parent and Teacher Associations

Hill, Warren G., President, Trenton State College, Trenton, New Jersey (now Director of Higher Education, Connecticut Commission for Higher Education)

Howard, Boyd D., Principal, Woodside Elementary School, Silver Spring

Johnston, George F., Principal, Campfield Elementary School, Baltimore

Keker, Mrs. Samuel J., Member, Montgomery County Board of Education

Kennear, Vera Lee, Waverly Elementary School, Baltimore

Kent, Charles, Director, Peabody Conservatory of Music, Baltimore

Keppel, Francis, Assistant Secretary for Education, U. S. Department of Health, Education, and Welfare, Washington, D. C. (now Chairman, General Learning Corporation, New York, N. Y.)

Kuhn, Roger S., Peace Corps, Washington, D. C.

Lamborn, Robert L., Headmaster, McDonogh School

Locke, Mrs. Frank E., Baltimore

Lundquist, August L., Glen Burnie

Mahaffey, Royd A., Superintendent of Schools, Wicomico County

Maurer, Mrs. Ely, Member, Montgomery County Board of Education

McTighe, John F., Mount Rainier Junior High School

Meltz, Mrs. Edward, Principal, Washington Grove Elementary School

Minton, Mrs. Frank A., Washington Grove Elementary School

Montgomery County, 69 teachers, supervisors, and principals replying under offer of anonymity

Osborn, David C., Kenwood Senior High School, Baltimore (now Supervisor of Accreditation — Independent Secondary Schools, Maryland State Department of Education)

Piety, Mrs. Lewis G., Silver Spring

Reed, Raymond R., Principal, Northwestern Senior High School, Hyattsville

Reymore, Gerald G., Supervisor of Teacher Certification, Montgomery County Public Schools (now Assistant Director of Staff Development and Inservice Education, Montgomery County Public Schools)

Rightmyer, Reverend Nelson, Director, Educational Research Associates, Reisterstown

Robinson, Clark, Professor, School of Education, University of California, Berkeley

Rogers, Mrs. Mary C., Supervisor of Senior High School English, Board of Education, Baltimore County

Rose, Harry A., Principal, Nicholas Orem Junior High School, Prince George's County

Sampson, Mrs. Jean, Member, Maine State Board of Education, Augusta, Maine

Sartorius, William, Superintendent of Schools, Baltimore County

Schmidt, Robert F., Principal, Alicia Crossland Junior High School, Baltimore

Simonds, Arthur D., Jr., Executive Secretary, Montgomery County Education Association

Sisk, Miss Jean, Coordinator of English Language Arts, Board of Education, Baltimore County

Sizer, Theodore, Dean, Graduate School of Education, Harvard University, Cambridge, Massachusetts

Smith, Miss Donna C., Severna Park High School

Smoley, Eugene R., Jr., Principal, Bethesda-Chevy Chase High School

Spence, Mrs. David Z., Reisterstown

Stackig, Mrs. Sven G., President, Suburban Area Study Group, Silver Spring

Stein, Mrs. Frederick H., Silver Spring

Strasser, William, President, Montgomery Junior College

Thomas, Mrs. Carroll, Jr., Gambrills

Tobin, Mrs. Anna Jean, Principal, Maryland City Elementary School, Laurel

Weinschel, Bruno, Gaithersburg

Zierdt, Mrs. Margaret, Lone Oak Elementary School, Rockville

# Appendix B

## Organizations Which Made Studies and/or Provided Reports

Advisory Council for Higher Education
Alexander Graham Bell Association for the Deaf
American Association of Instructors of the Blind
American Association of Physics Teachers
American Chemical Society
American Council of Learned Societies
American Historical Association
American Speech and Hearing Association
Association of School Business Officials of Maryland and the District of Columbia
Bethesda-Chevy Chase Branch, American Association of University Women
Board of Education, Baltimore County
Board of Education, Frederick County
Board of Education, Kent County
Board of Education, Montgomery County
Board of Education, Worcester County
Board of Trustees of the Maryland State Colleges
Cecil County Teachers Association
Committee for the Public Schools
Council for Better Education
Department of Elementary School Principals
Ellicott City Elementary School
Frederick County Teachers Association
Governor's Commission To Study the Educational Needs of Handicapped Children
Hampton Elementary School
Maryland Association of Boards of Education
Maryland Association of School Superintendents
Maryland Association of Secondary School Principals
Maryland Congress of Parents and Teachers
Maryland Department of Elementary School Principals
Maryland Personnel and Guidance Association

Maryland Psychological Association
Maryland Speech and Hearing Association
Maryland State Department of Education
Maryland State Federation of Chapters, the Council for Exceptional Children
Maryland State Teachers Association
Mathematical Association of America
Modern Language Association of America
Montgomery County Education Association
National Commission on Teacher Education and Professional Standards
Peace Corps
Prince George's County Teachers Association
School of Education, Northwestern University
Suburban Area Study Group
Supervisors of Psychological Services
Teachers Association of Baltimore County
Teachers Association of the Independent Schools of the Baltimore Area
Trenton State College

Note. — Not shown are organizations contacted but returning no comments.

# Appendix C

## Individuals Who Appeared and Organizations Represented at Committee Meetings

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Anne Arundel County Teachers Association — Stephen F. Fromyer, President (Counselor, Annapolis Senior High School)

Baltimore City Public Schools — Kenneth Horvath, Director of Personnel; Walter A. Maccubbin, Assistant Superintendent

Baltimore City Public School Teachers Association — Edward Spath, Teacher, School 85

Baltimore County Teachers Association — Robert R. Richards, Executive Secretary

Board of Education, Baltimore County — Mrs. Robert L. Berney, Member

Board of Education, Frederick County — John L. Carnochan, Jr., Superintendent of Schools

Calvert Education Association — Douglas Bivens, Jr.

Caroline County Teachers Association — Terry DeWald, Music Teacher, Riverview Junior High School

Carroll County Teachers Association — Victor Makovitch, Principal, Westminster Junior High School

Cecil County Teachers Association — Fred Kille, Principal, Chesapeake City Elementary School

Charles County Teachers Association — Joseph H. Morton (now Teacher, Surratsville Junior High School)

Dorchester County Teachers Association — Mrs. Mary Montroy, Oliver Robinson

Frederick County Teachers Association — Robert Haugan (now Field Representative, Maryland State Teachers Association)

Howard County Teachers Association — Raymond McCullough (now Assistant Superintendent of Schools, Howard County)

Lamborn, Robert L., Headmaster, McDonogh School, McDonogh

Maryland Association of School Superintendents — John T. Comer, Assistant Superintendent, Dorchester County; Robert A. Gibson, Superintendent, Cecil County; Harry C. Rhodes, Superintendent, Queen Anne's County (now Dean, Evening Programs, Anne Arundel Community College)

Maryland State Department of Education — Miss R. Christine Hogan, Assistant Director for Administrative Research and Statistics; Miss Eleanor Rice, Supervisor of Certification; Ted J. Smith, Supervisor of State Aid

Maryland State Teachers Association — Milson Raver, Executive Director

Montgomery County Education Association — Arthur D. Simonds, Jr., Executive Secretary

National Commission on Teacher Education and Professional Standards — David D. Darland, Associate Secretary; Roy A. Edelfelt, Associate Secretary; Warren Hill, Chairman

Prince George's County Teachers Association — J. Theodore Bailey, President (Teacher, Francis Scott Key Junior High School); Fred Rummage, Executive Secretary

Private Schools Association — W. Byron Forbush, II, President

Public School Teachers Association, Baltimore City — H. Orville Berwick, Executive Secretary

Smith, Miss Donna C., Severna Park High School

St. Mary's County Teachers Association — David H. Smith, Principal, Banneker Elementary School

Talbot County Teachers Association — Mrs. Rose T. Garvin, Teacher, Tilghman Elementary School

Walton, John, Chairman, Department of Education, The Johns Hopkins University

Washington County Teachers Association — Miss Elsie Horst, 3rd Vice-President (Guidance Counselor, Washington Junior High School)

Wicomico County Teachers Association — W. L. Hammond, 2nd Vice-President (Vice Principal, James M. Bennett Senior High School); Anna Lee Trader, President (Teacher, Fruitland Intermediate School)

# Appendix D

## Meetings and Conferences in Which Committee Members Participated

Maryland Association of Boards of Education: Ninth Annual Convention, Baltimore, September 29-October 1, 1966.

Maryland Council on Education: Monthly meeting, Baltimore, October 8, 1966.

Maryland State Teachers Association: Eighteenth Annual Leadership Training Institute, Cascade, September 16-18, 1966.

National Commission for Support of Public Schools, Washington, D. C., April 2, 3, 4, 1967.

National Commission on Teacher Education and Professional Standards: The year of the Non-Conference, school year 1966-1967. (Especially the 100 Cities Assembly, April 29, 1967)

State of Maryland, Advisory Council for Higher Education: Governor's Conference on Higher Education, College Park, November 15, 1966.

State of Washington, Superintendent of Public Instruction: Conference on the Role of the State Department of Education in Teacher Education and Certification, Seattle, April 27-29, 1966.

# Appendix E

## Publications Provided For Committee's Use


**1. Publications attributable to authors**

Armstrong, W. Earl and Stinnett, T. M. *A Manual on Certification Requirements for School Personnel in the United States.* National Commission on Teacher Education and Professional Standards (hereinafter NCTEPS), National Education Association, and National Association of State Directors of Teacher Education and Certification (hereinafter NASDTEC), 1964.

Calvert, Robert Jr. "Opportunities for Returning Peace Corps Volunteers," Memorandum of Career Information Service, *Bulletin 27,* Peace Corps, February 1966.

Conant, James Bryant. *The Education of American Teachers.* New York: McGraw-Hill, 1963.

Gross, Neal and Herriott, Robert E. "The Educational Leadership of Principals," *Harvard Graduate School of Education Association Bulletin,* (Spring 1965).

Hodenfield, G. K. *Teaching in America — Highlights of the National Committee for Support of the Public Schools Fifth Annual Conference, May 1967.*

Mallery, David. "The Nurture of a First-Class Faculty," National Association of Independent Schools, September 1966.

Mayor, John R. "Accreditation in Teacher Education — Its Influence on Higher Education," National Commission on Accrediting, 1965.

Noar, Gertrude. "Teacher Aides at Work," NCTEPS, 1967.

Paquette, Andre. "Developing Guidelines for Teacher Education Programs in Modern Foreign Languages," Modern Language Association of America, (May 1966).

Starcher, Genevieve. *Licensure by Examination, 1966,* West Virginia Department of Education, 1966.

Starcher, Genevieve, "National Teacher Examinations: A Certification Instrument in West Virginia," *Journal of Teacher Education,* 1959.

Woellner, Elizabeth H. and Wood, M. Aurilla. *Requirements for Certification.* University of Chicago Press, 1964.

**2. Organizational Reports**

American Association for the Advancement of Science (hereinafter AAAS). *Science Education News,* (December 1965).

American Historical Association, *Preparation of Secondary-School History Teachers.* 1962.

American Historical Association, *AHA Newsletter,* (February 1966).

American Instructors of the Deaf and Conference of Executives of American Schools for the Deaf. *Training Centers for Teachers of the Deaf.* (January 1963).

Baltimore City Public Schools. "Operational Policies for Professional Status and Salary Progression for Baltimore City Teachers," *Staff Newsletter,* (February 8, 1965).

Baltimore City Public Schools, *General Information Regarding Professional Status and Requirements,* (March 31, 1966).

Council for Exceptional Children, National Education Association. *Professional Standards for Personnel in the Education of Exceptional Children,* 1966.

Educational Testing Service (hereinafter ETS). *MLA Foreign Language Proficiency Tests for Teachers and Advanced Students.* 1966.

ETS. *The National Teacher Examinations, Bulletin of Information for Candidates, 1965-1966.* 1966.

ETS. *The National Teacher Examinations, Prospectives for School and College Officials.* October 1964.

ETS. *The National Teacher Examinations, School Systems Using the National Teacher Examinations.* September 1965.

ETS. *Technical Handbook.* 1965.

Maryland State Colleges, Board of Trustees of, "Graduate Education in the State College System," *Program Committee Report.* (adopted December 2, 1966).

Maryland State Department of Education (hereinafter MSDE). *Certification of Principals and Teachers, Maryland Public Schools.* March 1965.

MSDE. *Education in Maryland — Data Sheets.* July 1964.

MSDE. *Experience of Teachers and Principals, Maryland Public Schools, 1963-64.* January 1965.

MSDE. *Graduates Continuing Education — Maryland Public Schools, 1953-1973.* February 1966.

MSDE. *Public School Enrollment, Grades 1-12: State of Maryland, Actual, 1963-65, Projected, 1966-72.* February 1966.

MSDE. *Special Reports of Professional Staff Members Holding Emergency Certificates, State of Maryland, 1964-65.* (State Board Exhibits H and I, April 14, 1965).

MSDE. *Statistics on Enrollment and Number of Schools, Public and Nonpublic: September 30, 1965; Resident Births — 1953-1964, State of Maryland.* July 1965.

MSDE. *Teachers and Principals with At Least Two Years of College Credit But No Degree, Maryland Public Schools: September 1964.* (State Board Exhibit G, February 1965).

MSDE. *Teachers with Emergency Certificates Who Are Paid Less Than State Minimum Salary, Maryland Public Schools: September 1964.* (State Board Exhibit F, January 1965).

MSDE. *Turnover of Principals and Teachers: Maryland Public Schools, 1963-64.* March 1965.

Maryland State Teachers Association. *Maryland High School Graduates Continuing Their Education.* February 28, 1966.

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# Appendix F

## Summary of Interim Certification Regulations

(Reprinted from "Interim Requirements for Certificates for Administrators, Supervisors, and Teachers, Effective July 1, 1961")

### B. Types of Certificates

**1. Standard Professional Certificate**

A standard professional teacher's certificate may be issued to a teacher who has been assigned in an elementary or secondary school and who has earned 6 semester hours of acceptable advanced undergraduate or graduate credit within five years immediately preceding the issuance of the certificate and who qualifies in one of the following ways:

a. received a bachelor's degree in 1954 or thereafter from an institution approved at the time of graduation by the National Council for the Accreditation of Teacher Education; has completed a course of study prescribed by the institution for the preparation of teachers at the level and subject area to which the teacher is assigned; and is recommended, on a form prescribed by the State Superintendent of Schools, by the president of the institution or by the dean of the College of Education if the institution is a multipurpose one;

OR

b. holds

(1) a bachelor's degree including preparation in elementary or secondary education appropriate to the teaching assignment, from an institution approved for teacher education by the State Department of Education of the state in which the institution is located and which is accredited by the appropriate regional accrediting association in the Northeast Reciprocity Compact Area *and*

(2) an elementary or secondary school teacher's certificate appropriate to the teaching assignment, which is currently in force and was originally issued within ten years immediately preceding the date of application for a Maryland certificate by one of the states in the Northeast Reciprocity Compact Area (such reciprocity shall apply only to the major teaching field) or submits a statement of eligibility for such certificate under current requirements;

OR

c. meets the specific requirements appropriate to the teaching assignment as

listed for elementary, secondary academic, special fields and services (elementary and secondary), or vocational education teachers.

**2. Advanced Professional Certificate**

Upon the recommendation of the local superintendent

a. an advanced professional certificate may be issued for ten years to a teacher who:
   (1) has completed three years of experience in Maryland on a standard professional certificate *and*
   (2) has met the renewal requirement of C 3 d *and*
   (3) meets the requirements in 2 b at the time of the first expiration of the standard professional certificate or thereafter

b. to qualify for an advanced professional certificate a teacher must have obtained, from an accredited institution, a master's degree or its equivalent in semester hours of credit as defined in 2 c. In either case approximately one-half of the required course work must be in professional courses or content courses related directly to the teacher's assignment or a second teaching field and the remainder in elective content courses, or the program must meet the requirements of F 1 a, b, c, d, e, or g.

c. the term "equivalent of the master's degree" for certification purposes shall mean the completion of a planned program approved by the local superintendent, including 34 semester hours of advanced undergraduate or graduate credit completed at one or more institutions accredited to grant graduate degrees. The courses shall have been chosen from those listed by the institution in its graduate catalog as acceptable toward a graduate degree after July 1, 1965. Not more than half of the approved program may be in professional courses but at least half of it must be directly related to the teaching assignment or a second teaching field. The equivalent of 6 semester hours may be acquired through inservice programs approved by the State Superintendent of Schools. A grade of "C" must be earned in any course to be accepted.

**3. Provisional Degree Certificate**

A provisional degree certificate may be issued to a teacher who holds a bachelor's degree from an accredited institution but fails to meet the requirements for a standard certificate. This certificate is intended to apply only when a regularly certificated person is not available.

**4. Provisional Nondegree Certificate**

A provisional nondegree certificate may be issued to a teacher who has completed not less than two years of approved college training. This certificate is intended to apply only when a regularly certificated person is not available.

**5. Substitute Certificate**

A substitute certificate may be issued to a high school graduate if the local superintendent of schools certifies that an emergency exists and that he is unable to fill the position with a teacher who can qualify for another type of certificate.

## F. Certificate Requirements

**1. Administrative and Supervisory**

a. Administration and Supervision — 614:2

The requirements for a certificate in administration and supervision for superintendents and assistant superintendents shall be

(a) having met the requirements of Bylaws 614:7 or 614:11
(b) a master's degree from an accredited institution
(c) four years of satisfactory teaching experience
(d) successful completion of a two-year program of appropriate graduate work in an institution or institutions approved by an accrediting agency recognized by the State Superintendent of Schools; graduate work under paragraph (b) may be counted toward the requirements of this paragraph (d)

b. Elementary Supervision — 614:3

The requirements for a certificate in elementary school supervision shall be

(a) having met the requirements of Bylaw 614:11
(b) a master's degree from an accredited institution
(c) four years of satisfactory teaching experience in the elementary schools
(d) post-baccalaureate advanced undergraduate or graduate courses, either as part of the requirements of paragraph (b) or in addition thereto, in the following areas
  (i) not less than 18 semester hours in the categories listed below with a minimum of one course in each category and not more than two courses in each category allowed credit hereunder
    (1) supervision of the elementary school
    (2) development of the elementary school curriculum
    (3) guidance and counseling
    (4) other professional courses
  (ii) not less than 12 semester hours of content courses in any of the recognized disciplines

c. Elementary School Principal — 614:10

An elementary school principal's certificate shall be issued to an applicant who meets the standards prescribed in Bylaw 614:3, except that such applicant must have taken a course in administration as part of the requirement of (d) (i) (4).

d. High School Supervision — 614:5

The requirements for a certificate in secondary school supervision shall be

(a) having met the requirements of Bylaw 614:7

(b) a master's degree from an accredited institution

(c) four years of satisfactory teaching experience

(d) post-baccalaureate advanced undergraduate or graduate courses, either as part of the requirements of paragraph (b) or in addition thereto, in the following areas

(i) not less than 18 semester hours in the categories listed below, with a minimum of one course in each category and not more than two courses in each category allowed credit hereunder

(1) supervision of the secondary school

(2) development of the secondary school curriculum

(3) guidance and counseling

(4) other professional courses

(ii) not less than 12 semester hours of content courses in any of the recognized disciplines

e. High School Principal — 614:6

A high school principal's certificate shall be issued to an applicant who meets the standards prescribed in Bylaw 614:5, except that such applicant must have taken a course in administration as part of the requirement of (d) (i) (4).

f. Special Supervision — 614:4

The requirements for a certificate in supervision (special) shall be

(a) having met the requirements of Bylaw 614:7, 614:8, 614:9, or 614:11

(b) a master's degree from an accredited institution

(c) four years of satisfactory teaching experience, at least two of which were in the field of specialty

(d) post-baccalaureate advanced undergraduate or graduate courses, either as part of the requirements of paragraph (b) or in addition thereto, in the following areas

(i) not less than 10 semester hours of professional courses, including one course in supervision and one course in curriculum development

(ii) not less than 20 semester hours of content courses in the subject or area to be supervised or directed

g. Special Education Supervisor and Principal

The requirements for a certificate as a special education supervisor or principal shall be

(1) having met the requirements of 4 u

(2) having met the requirements of F 1 c or e, provided that courses in administration and supervision in special education may be accepted in

lieu of courses in administration and supervision of elementary or secondary schools

h. Assistants in Administration and Supervision — 616:30

Certificates for assistants in administration and supervision may be issued by the State Superintendent of Schools to staff members of the local boards of education who qualify for them and who are assigned to administrative or supervisory responsibilities not otherwise covered in the certification requirements and who have responsibilities comparable to those assigned to others who hold specific supervisory certificates. Assistants shall have completed a four-year course in an approved college or shall have achieved equivalent status in the judgment of the State Superintendent of Schools by having appropriate certification from the board controlling the professional practice of the specialty and three years' experience in the special field.

**2. Secondary Education — Academic Subjects**

a. Secondary School Teacher

A standard professional secondary school teacher's certificate in academic subjects shall be issued to a teacher who meets the requirements of B 1 a or b *or* meets the following requirements

(1) a bachelor's degree from an accredited institution

(2) at least the number of semester hours listed in one of the following fields of study

(a) English — 24, exclusive of such courses as drama, speech, and theatre

(b) history — 24, including 6 semester hours in U. S. history

(c) geography — 24, provided that a qualified social studies teacher with 15 semester hours in geography may teach this subject

(d) social studies — 36, which shall include 18 semester hours in history (including 6 semester hours in U. S. history), 6 semester hours in economics and one course in each of the following: sociology, political science, and geography

(e) mathematics — 24, provided that 18 semester hours are acceptable if the applicant completed three or more units of senior high school mathematics and the 18 semester hours are composed entirely of generally recognized college mathematics content

(f) a single foreign language — 24, provided that 18 semester hours are acceptable if the applicant completed two or more units of the foreign language during the last three years of secondary school

(g) biology — 24

(h) chemistry — 24

(i) physics — 24

(j) secondary school general science — 36, which shall include 18

semester hours in one field of science ((g), (h), or (i) above) and 6 semester hours in each of the other two fields

(i) A junior high school science teacher may substitute 6 semester hours in physical science or earth science for the physics requirement.

(ii) A senior high school science teacher who, in addition to meeting the above requirements, has a minimum of 15 semester hours in another science may be assigned to teach this science.

(k) any other academic subject which is normally offered in the secondary school program of studies — 24

(3) at least 18 semester hours in a planned program of professional education, including the following:

(a) 6 semester hours in foundations of education including:

(i) psychological foundations of education

(ii) social, historical, or philosophical foundations of education

(b) 4 semester hours in secondary education including:

(i) curriculum or principles of secondary education

(ii) special methods in the subject in which the applicant may be certificated

(c) 6 semester hours in supervised observation and student teaching in the teaching subject, which shall have been done on a full-time basis over a specified period of weeks, provided that two years of successful teaching experience in the teaching subject may be substituted for this requirement as long as the total number of semester hours in professional courses is not reduced thereby below 15 semester hours

## Elementary Education

a. Elementary School Teacher

A Standard professional elementary school teacher's certificate shall be issued to an applicant who meets the requirements of B 1 a or b *or* meets the following requirements

(1) a bachelor's degree from an accredited institution

(2) not less than 80 semester hours in academic content courses including:

| | |
|---|---|
| (a) English | 12 semester hours |
| (b) social studies | 15 semester hours of which 3 semester hours must be in geography and 9 semester hours in history including 6 semester hours in U. S. history |
| (c) science | 12 semester hours, of which 4 semester hours must be in biological science and 4 semester hours in physical science |
| (d) mathematics | 6 semester hours |

(e) music 2 semester hours
(f) art 2 semester hours
(g) physical education 2 semester hours

(3) at least 26 semester hours in a planned program of professional education in the field of elementary education including the following:
(a) 6 semester hours in foundations of education including:
(i) psychological foundations of education
(ii) social, historical, or philosophical foundations of education
(b) 12 semester hours in curriculum and methods of elementary education including methods of teaching at least three of the following areas: arithmetic, science, social studies, and either language arts or reading
(c) 8 semester hours in supervised observation and student teaching, which shall have been done on a full-time basis over a specified period of weeks, provided that two years of successful teaching experience at the elementary school level may be substituted for this requirement as long as the total number of semester hours in professional courses is not reduced thereby below 22 semester hours

(4) Teachers who meet the requirements of F 3 a (2) and hold either a secondary school or a junior high school teacher's certificate may teach grades 5 and 6.

(5) Teachers holding either secondary school or junior high school teachers' certificates may teach in departmentalized grades 5 and 6 provided they are assigned to teach the subject(s) for which their certificates are valid.

**b. Early Childhood Education (Nursery School, Kindergarten, Grades 1-3)**

A standard professional teacher's certificate in early childhood education shall be issued to an applicant who meets the requirements of B 1 a or b *or* meets the following requirements

(1) a bachelor's degree from an accredited institution

(2) not less than 80 semester hours in academic content courses including work in each of the following areas: English, U. S. history, geography, mathematics, biological and physical sciences, art, music, and physical education.

(3) at least 26 semester hours in a planned program of professional education in the field of early childhood education including the following:
(a) 6 semester hours in foundations of education including:
(i) psychological foundations of education
(ii) social, historical, or philosophical foundations of education

(b) 12 semester hours in curriculum and methods of early childhood education including methods in language arts, social studies, and creative activities

(c) 8 semester hours in supervised observation and student teaching, which shall have been done on a full-time basis over a specified period of weeks, and which shall have been a combination of nursery or kindergarten teaching and teaching in grade 1, 2, or 3; provided that two years of successful teaching experience at the early childhood level may be substituted for this requirement as long as the total number of semester hours in professional courses is not reduced thereby below 22 semester hours

## Excerpts of Requirements for Certificates in Special Areas

(Bachelor's degree required unless otherwise noted)

| | Semester Hours Required |
|---|---|
| Art | 30 s.h |
| Diversified Occupations | SP Certificate plus 3 courses |
| Driver Education | SP Certificate plus 4 s.h. |
| Health Education | 30 s.h. |
| Industrial Arts | 36 s.h. |
| Librarian | SP Certificate plus 18 s.h. in library science or master's in library science |
| Modern Foreign Languages in the Elementary School | four possible ways |
| Music | 30 s.h. |
| Outdoor Education | SP Certificate plus 18 s.h. |
| Physical Education | 15 science, 30 physical educ. |
| Reading | SP Certificate plus 12 graduate hrs. |
| Speech | 24 s.h. |
| Guidance Counselor | SP Certificate plus 24 graduate hrs. or master's degree in guidance |
| Pupil Personnel Workers | SP Certificate plus 24 graduate hrs. |
| Teacher of Children with Communication Disorders | SP Elementary Certificate plus 12 s.h. |
| Teacher of Handicapped Children | SP Certificate plus 18 s.h. or, degree including 30 s.h. in special education |
| Therapists (Occupational and/or Physical Therapists) | Graduation from an approved program |

| | |
|---|---|
| Therapists (Speech, Hearing, Speech and Hearing) | Graduation from an approved program |
| Speech | 35-42 s.h. |
| Hearing | 35-42 s.h. |
| Speech and hearing | 43-46 s.h. |
| Reading Specialist | SP Certificate plus master's degree or 34 graduate hours |
| School Psychologist | Master's degree with total of 60 s.h. in psychology |
| Supervisor of School Libraries | SP Certificate, master's degree in library science, master's degree plus 30 s.h. in library science |
| Supervisor of Pupil Personnel | Pupil personnel worker's certificate plus master's degree |
| Supervisor of School Lunch | SP Certificate plus master's degree |
| Supervisor of School Psychologists | Master's degree plus 30 graduate hours |
| Supervisor of School Transportation | SP Certificate plus master's degree |
| Vocational Education | |
| Agriculture | 45 |
| Business Education | 36 |
| Distributive Education | 12 |
| Home Economics | 36 |
| Trades and Industry | Bachelor's degree and 2 years trade experience plus 18 professional hrs.; or, 5 years trade experience plus 18 professional |